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ABSTRACT

This elementary school, introductory level curriculum guide for English as a second language (ESL) contains information on the program's educational objectives and philosophy, outlines for 10 units on basic elements of grammar, and appendixes. Each unit outline includes a listing of structural items, cultural concepts, notes on pronunciation and auditory discrimination, lexical items, classroom activities, and notes for coordinating instructional materials. The appended materials include a section on integrating ESL instruction with classroom curriculum, a list of resources, suggestions for the itinerant teacher, and notes on class scheduling. (MSE)

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A CURRICULUM GUIDE

ELEMENTARY ESOL CENTER PROGRAM - BEGINNING LEVEL

K-6

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

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Overview

The Beginning ESOL class in an elementary school will be comprised of students who have eitner very limited or no proficiency in understanding and speaking English. These students may have come to the United States recently or may be native born Americans.

Objectives

The Beginning ESOL student will:

- comprehend simple conversational English with vocabulary and structures appropriate to native speakers of that age/grade.
- use grammatical structures and vocabulary introduced in the ESOL class which are appropriate to their age/grade.
- speak with native intonation and stress patterns.
- develop an understanding of American culture and holidays.
- read language they are able to use orally (upper grade students).
- write language they are able to use orally (upper grade students).
- participate successfully in some classroom assignments and activities.
- communicate with teachers and peers, both native English speaking peers and non-English dominant peers.

INTRODUCTION

This guide provides the elementary school ESOL teacher with a systematic approach to the teaching of English structure at the beginning level. It is intended as a professional aid for the trained ESOL teacher and establishes a frame of reference so that ESOL teachers throughout Prince George's County may approach their ESOL teaching with singular direction and content. This guide includes instructional strategies and provides specific details regarding materials and their use. It has been designed solely as a foundation for lesson planning and allows for ESOL teacher's imagination and creativity to be applied in lesson preparation and presentation. Although specific texts and appropriate pages are cited, teacher prepared materials play an important part in the elementary classroom. The suggested instructional strategy and text use have been designed to allow maximum flexibility throughout K-6; occasionally, however, specific grade levels have been indicated for activities and materials.

ESOL students come from a wide variety of backgrounds and have varying English proficiency levels. The children will not always progress at the same rate. As in any subject, individual progress depends on the student's maturity and intelligence. A kindergarten student, who has already made the psychological and social adjustment to a new country will adjust quickly to school and learn to reproduce sounds more easily than a K-1 student who has just arrived in America and is faced with the additional insecurity of being separated from parents to go to school. For this child, the first year is a time for personal social adjustment and for getting ready to speak English. The ESOL teacher's responsibility is to create an atmosphere in which the student feels comfortable and secure enough to risk making the strange sounds of a new language.

The assimilation of a new language structure is not easy for most students. It is a slow, steady process which will involve much practice and constant review of previously studied materials. Not all of the material presented in one lesson may be efficiently assimilated. Although students may know many words, it may take a great deal of practice before they use them comfortably. The same structures should be practiced in different ways with different vocabulary, relating to members of the ESOL class, to assignments in the students' classrooms and to realia. Although most of the practice will be oral, reading and writing will also be taught. With carefully planned changes of activity which move from guided to free expression, the language minority students will make new words and structures a part of their "active" speech habits.

UNIT 1

ORIENTATION

Structural Items

1. Subject pronouns (I, he, she, you) ✓
2. be - affirmative ✓

Cultural Concepts

1. Individual in relation to the total school environment:
   a. location of rooms and special places
   b. people in the building
2. Individual in relation to the ESOL class:
   a. greetings, leave takings and introductions
   b. identification of self and others

Lexical Items

Good morning. Good afternoon.
My name is _____.
May I go to the bathroom?
Hi, how are you? Fine, thanks.

Activities

1. School tour - The ESOL teacher takes students on a tour of the school. The teacher may use an instant camera to take pictures of students in various locations around the school. This gives the students a sense of identity with the school.
2. Name tags - The teacher prepares name tags for students. Cards should indicate time and days for ESOL instruction.
3. Chain name game - The students sit in a circle and introduce themselves. Each student names all those introduced previously in addition to self.
4. Picture taking - Use an instant camera to take a picture of each ESOL group. These pictures give students a sense of belonging to the group and may be placed on a bulletin board.
5. World map or globe - The students or teacher show where class members have come from on a map or globe.
6. Clock - The teacher should show beginning and ending class times to each ESOL class.
7. Songs - Hap Palmer records:
   a. Learning Basic Skills Through Music - Vocabulary - "Hello"
   b. Learning Basic Skills Through Music - Vol. 1 - "What Is Your Name?"
   c. Getting To Know Yourself - "Be My Friend"

Instructional Materials

1. be - affirmative

   Learning English as a Second Language 1, p. 5 *

2. Individual in relation to the school and ESOL class

   Learning English as a Second Language 1, pp. 1-4, 6

* See APPENDIX B for a listing of instructional materials and publishers.

Structural Items

1. Subject pronouns (I, he, she, it, you, we, they) ✓
2. be - affirmative, negative and interrogative
3. Present progressive tense (be + verb + ing) - affirmative, negative and interrogative
4. Indefinite article - a ✓
5. Here is - There is ✓

Cultural Concepts

1. Individual in relation to the classroom:
   a. names and location of parts of the room
   b. names of instructional materials
   c. identification of activities (reading, writing, etc.)
   d. common classroom expressions
2. Days of the week

Pronunciation and Auditory Discrimination

1. /s/ - /š/ see - she
2. Intonation - affirmative statement - falling
   interrogative statement - rising
3. /Izi/ - Is he? (pronounced as one word - "h" is silent)
   /Iš](i/ - Is she? (pronounced as one word)

Lexical Items

1. Classroom related:

a. book	g. chair	m. teacher
b. pen	h. table	n. ruler
c. pencil	i. door	o. chalkboard
d. crayon	j. window	p. chalk
e. notebook	k. flag	q. eraser
f. desk	l. clock	r. bulletin board

2. School related:

a. office	g. nurse	n. media center; library
b. playground	h. bus	o. bathroom (girl's room; boy's room; lavatory)
c. hall	i. patrol	p. lunch ticket; lunch money; milk money
d. health room	j. fire drill	q. cafeteria (lunchroom; multi-purpose room)
e. principal	k. bell	
f. secretary	l. inter-com	
	m. absent	

3. Classroom expressions:

a. sit down
b. stand up
c. go to the board
d. open
e. close
f. line up
g. don't run (no running)

4. Days of the week

Activities

1. Acting out the present progressive:

a. The teacher indicates an action which a student is to perform.
b. That student (or others in the group) then tells what action is taking place, using the present progressive. The students may respond chorally and then individually.

Variations:

a. A student may indicate the action to be performed rather than the teacher.
b. A student may perform an action without saying anything. The other students in the group should guess what the first student is doing by using sentences with present progressive.
c. The teacher or a student may hold up a picture of an action which another student will perform, then describe.

2. Classroom realia drill - The teacher will provide model sentences which students repeat as a group and individually. When the students are familiar with the classroom lexical items, this same type of drill should be used with interrogatives and negatives.

3. Concentration:

a. The teacher should make separate decks of cards with pairs of pictures, such as one set showing actions, another classroom items. Use only one deck at a time.
b. Place several pairs of pictures face down on a table or desk.
c. The first student turns over two cards, describing each picture as it is turned up. (It's a desk. They're crayons.) If the cards are not a pair, they are turned face down again.
d. The next player turns two cards over, again describing the pictures and attempting to match the pairs.
e. Play continues, with each player keeping the pairs found. The player with the greatest number of pairs wins (useful for practicing structure and vocabulary.)

4. Fish - This game is played with a "fishing pole" (a stick and string with an attached magnet) and cards to which paper clips have been attached. The following procedure is followed:

a. The students are seated in a circle.
b. Food picture cards are placed in the middle of the group.
c. A student is chosen at random to begin the game by "fishing out" a food card.
d. The student on his/her right then asks, "What are you eating?"
e. The first student responds, "I'm eating a _____."
f. Continue around the circle until all students have asked and answered a question.
g. Many variations may be devised for this activiity. Different pictures and questions may be used at the teacher's discretion. The pictures may be paper clipped to construction paper fish.

5. Songs - Hap Palmer record:

   a. Learning Basic Skills Through Music - Vocabulary - "Show Me"

Instructional Materials

1. Present Progressive

   Welcome to English 1, pp. 7, 9, 11
   The Magic of English, pp. 8-9, 86-89
   Learning English as a Second Language I, pp. 52-54
   See It - Say It cards
   Fokes Sentence Builder
   Peabody Language Development Kit, Level 1, II
   Kreidler Flashcards

2. be - affirmative, negative, interrogative

   Learning English as a Second Language I, pp. 5, 7, 8, 12, 15-17
   Learning English as a Second Language II, pp. 12, 23-24
   See It - Say It cards
   Fokes Sentence Builder
   Peabody Language Development Kit, Level I, II
   Kreidler Flashcards

3. Pronunciation and Auditory Discrimination

   Pronunciation Contrasts in English, p. 66 (for /s/ - /š/)

4. Manuscript and cursive handwriting practice (as required by individual students)

   Welcome to English I, pp. 24-27
   The Magic of English, pp. 60-63
   Trac-a-Bit cards
   Groovy Letters

5. Classroom

   Welcome to English I, pp. 6, 8-11
   The Magic of English, pp. 2-7, 10-15
   Learning English as a Second Language I, p. 10
   Learning English as a Second Language II, p. 12

Structural Items

1. Plurals - countable nouns
2. Prepositions
3. There is - There are
4. Adjectives
5. How many

Cultural Concepts

1. Clothing (including seasonal changes)
2. Opposites

Pronunciation and Auditory Discrimination

1. /ð/ - /t/ there - tear
2. /ð/ - /d/ those - doze
3. Practice with plural endings

   /z/ - chairs
   /Iz/ - buses
   /s/ - books

Lexical Items

1. Clothing:

pants	jacket	socks	sweater
shirt	raincoat	shoes	gloves
blouse	hat	sneakers	mittens
skirt	cap	tennis shoes	scarf
shorts	vest	boots	
jeans	belt		

2. Numbers 1 - 10
3. Colors

Activities

1. Picture Cards: Numbers, Colors, Clothing - The teacher should teach each section individually, building up to longer, more complex statements as students gain proficiency. With more proficient students, numbers may be introduced with the color adjectives (e.g. There are two red books on the desk).

   a. Clothing identification (with: There is/are).
   b. Add a color adjective (e.g. There's a red coat).
   c. Add a location phrase or word (e.g. There's a red coat on the chair).

2. Building blocks - Use blocks to teach various spatial relationships. The teacher may first show the relationship, then have the students show the teacher the relationship indicated.

3. Dress-up clothes - A collection of clothes is valuable in the ESOL classroom. Students may select items to put on or may wear those items named by the teacher or a peer. Students then describe what they are wearing.

   a. The teacher may use a camera to take pictures of the students dressed-up for use with Language Experience stories.
   b. Use of hats and wigs is not advisable as head lice may be easily spread.

4. "A Bear Hunt"- (Follow the leader and choral speaking.)

   I want to go on a bear hunt. (Students repeat each line.)
   All right!
   Let's go! (Slap thighs with hands.)

   Oh, look!
   There's a brook.
   We can't go around it. (Use hand to make go round motion.)
   We can't go under it. (Go under motion.)
   We can't go over it. (Go over motion.)
   We've gotta go through it.
   All right!
   Let's go. (Make swimming motion.)

   Oh, look!
   There's a bridge.
   We can't go around it.
   We can't go under it.
   We've gotta go over it.
   All right!
   Let's go! (Thumb chest with both hands as you go over the bridge.)

   Oh, look!
   There's a swamp.
   We can't go around it.
   We can't go under it.
   We can't go over it.
   We've gotta go through it.
   All right!
   Let's go! (Slide hands together.)

   Oh, look!
   There's a tree.
   We can't go over it.
   We can't go under it.
   We've gotta go up it.
   All right!
   Let's go! (Make motion to climb up and down.)

Oh, look!
There's a cave.
Let's go see. (Talk softly.)
What's inside?
Let's go. (Tramp softly.)
Let's go softly.
Let's go quietly.

Oh, look!
I see two big eyes.
I see two big paws.
I feel something like fur. (Make motion of reaching in cave.)
It looks like a bear.
It feels like a bear.
IT IS A BEAR!
Let's go! (Tramp fast with feet.)

Up tne tree. (Use appropriate gesture with the following sentences.)
Down the tree.
Through the swamp.
Over the bridge.
Swim the brook.
Down the street.
WHEEEEEEEEEW!

5. Songs - Hap Palmer records:

   a. Learning Basic Skills Through Music - Vocabulary - "Walk Around the Circle"
      "Listen and Do"
   b. Getting to Know Myself - "The Circle Game"
   c. Learning Basic Skills Through Music, Vol. 1 - "What Are You Wearing?"
      "Colors"

6. Modified Language Experience Activity - Grades 3-6 (There is/are, plurals, numbers)

   a. Have students describe the ESOL classroom orally.
   b. Elicit sentences a second time making all necessary grammatical corrections. These sentences are written on the board in story form. The teacher may wish to copy the sentences verbatim for the upper grade students and have them make the necessary corrections.
   c. Students may copy the story.
   d. The teacher may use the story to teach or review letter-sound relationships.
   e. The students may use the story as a model for writing a brief description of their classrooms (upper grades only).
   f. The teacher may use the story as a cloze activity for upper graders. To develop a cloze, reproduce a reading selection, such as the story, but omit words at regular intervals, every fifth, seventh or tenth word. Do not omit numbers or names. Provide clues to help the students guess the omitted words. This may be accomplished by using dashes corresponding to the number of letters in the omitted word rather than one long dash. Also, the initial letter of each word may be provided on the first dash if it is a consonant. Words without an initial consonant would therefore tell the student they begin with a vowel. The students then read the selection and fill in the omitted words using the spelling clues and contextual clues.

Instructional Materials

1. Plurals

   Welcome to English 1, p. 21
   Learning English as a Second Language I, p. 35
   Learning English as a Second Language II, pp. 18-19

2. Prepositions

   Welcome to English 1, pp. 40-41
   Learning English as a Second Language I, pp. 38-41
   Positions in Space
   Discovering Opposites - Instructo Activity Kit
   Language Skills, Parts of Speech Preposition Concepts
   Rosie's Walk, Pat Hutchins (children's picture book)
   Where is My Friend?, Betsy & Giulio Maestro (children's picture book)

3. Pronunciation and Auditory Discrimination

   Learning English as a Second Language II, pp. 71-72
   Pronunciation Contrasts in English, p. 55

4. Colors

   Welcome to English 1, pp. 12-15
   The Magic of English, pp. 20-21, 32-35
   Learning English as a Second Language I, p. 83

5. Numbers

   Welcome to English 1, p. 16
   The Magic of English, pp. 48-49

6. Clothing

   The Magic of English, pp. 16-19, 32-35
   Learning English as a Second Language II, p. 78
   Instructo - "We Dress For the Weather"
   Peabody Language Development Kit, Level I, II

Structural Items

1. wh questions (what, where, who, whose)
2. Demonstrative adjectives
3. Possessive adjectives
4. have - affirmative
5. a/an distinction

Cultural Concepts

1. Daily health routines (including body parts)
2. Family relationships

Pronunciation and Auditory Discrimination

1. /i/ - /I/ he's - his

Lexical Items

1. Body parts:

head	leg	finger	chest	hair
eye	toe	thumb	back	face
ear	foot	elbow	body	eyebrow
nose	arm	shoulder	waist	
mouth	hand	wrist	tooth	

2. Daily health routines:

dry	clean
brush	eat
wash	drink
comb	

3. Family relationships:

mother	grandmother	cousin
father	grandfather	
brother	aunt	
sister	uncle	

Activities

1. Body tracing:

   a. Students lie on full length paper placed on the floor, while the teacher traces around their bodies.
   b. The students then cut-out their body forms and color them.
   c. These body tracings may be hung around the classroom.
   d. Use this activity to elicit present continuous verbs and possessive adjectives as well as to review body parts and clothing (e.g. I'm coloring my hair).

e. This activity may also be used to practice asking questions using who and whose (e.g. Whose body is this?).

2. Simon Says:

a. This can be played with the ESOL teacher or the students acting as Simon.
b. When the teacher leads, students receive practice in auditory comprehension by following directions.
c. When a student leads, that student practices forming imperatives.

Variation: After the students follow a direction, the leader may ask, "What are you doing?" Students answer using present progressive and possessive adjectives, as well as body parts (e.g. I'm touching my head).

3. Chain game:

a. The teacher puts several objects or pictures on the table which require the use of "an".
b. The first student chooses one and says, "I have an _____."
c. The next student chooses another and says, "I have an _____ and an _____."
d. Successive students choose an object and add its name to the list.

Variation: Pictures and objects which begin with a consonant, as well as with vowel sounds, may be used to practice the a/an distinction.

4. The students bring in or draw pictures of their families to use in conjunction with a Language Experience Activity story of the family.

5. Songs:

a. Getting To Know Myself - Hap Palmer, "Touch"
"Turn Around"
b. Learning Basic Skills Through Music, Vol. 1 - Hap Palmer
"Put Your Hands Up In the Air"
"This Is the Way We Get Up in the Morning"
c. Core English Songs - Barry Johnson, "What's This?"
"Big, Small, Long, Short"
d. Tune to "Here We Go Round the Mulberry Bush". Sing: "This is the way I wash my face .... ."
e. "If You're Happy and You Know It"
f. "Hokey, Pokey"
g. "Head, Shoulders, Knees and Toes"

Instructional Materials

1. wh questions

Learning English as a Second Language I, pp. 20-21
Fokes Sentence Builder

2. Demonstrative adjectives

Learning English as a Second Language I, pp. 30-32, 34
Learning English as a Second Language II, pp. 75-77, 70

3. Possessive adjectives

   The Magic of English, pp. 46-67, 98
   Learning English as a Second Language I, pp. 22-23, 33, 67
   Learning English as a Second Language II, pp. 80-81
   What We Do Day by Day - National Dairy Council

4. have

   Welcome to English, pp. 36-41, 50-51
   Learning English as a Second Language I, pp. 59-61

5. Pronunciation and Auditory Discrimination

   Pronunciation Contrasts in English, p. 1

6. Body parts

   Welcome to English 1, pp. 38-39
   The Magic of English, pp. 22-29, 46
   Instructo - "My Face and Body"
   Teaching Pictures - "Health and Cleanliness"

7. Family relationships

   The Magic of English, pp. 96-97
   Instructo - "Family Face Puppets"

UNIT 5

Structural Items

1. Present tense - affirmative

2. wh questions (when, how)

Cultural Concepts

1. The home:

   a. types of residences
   b. rooms and their uses
   c. furnishings
   d. cleanliness
   e. safety

2. Meals:

   a. table settings
   b. foods

3. Money

Pronunciation and Auditory Discrimination

1. Practice with present tense endings

   /z/ runs
   /Iz/ chases
   /s/ walks

2. /r/ - /l/ rake - lake

Lexical Items

1. Residences:

house	apartment	trailer
home	townhouse	mobile home

2. Rooms:

kitchen	bedroom	family room	attic	cellar
living room	bathroom	rec room	porch	basement
dining room	hall	den	balcony	garage

3. Household vocabulary:

table	lamp	carpet (rug)
chair	dresser (chest)	curtain (drapes)
couch (sofa)	closet	bathtub
sink	refrigerator	stove
toilet	cabinets	oven
bed		

4. Meals:

breakfast	supper	snack
lunch	dinner	dessert

5. Foods:

fruits:

apple	grapefruit	pear
apricot	lemon	plum
banana	orange	strawberry
cherry	peach	pineapple

vegetables:

bean	potato	corn
carrot	radish	cabbage
lettuce	squash	onion
pea	tomato	celery

dairy products:

milk	butter	ice cream
cream	cheese	egg

meats:

chicken	meat loaf	steak
ham	hot dog	veal
hamburger	sausage	lamb
		pork

seafood:

fish
crabs
clams

grains and grain products:

cereal	macaroni	bread
rice	spaghetti	toast
	noodles	sandwich

6. Table settings:

		cup
fork	napkin	glass
knife	plate	saucer
spoon	tray	dish
		bowl

7. Money items:

penny (cent)	quarter
nickel	dollar (bill)
dime	coin

Activities

Teachers are reminded that the present tense affirmative forms are to be highlighted during the activities listed below.

1. Film - "Clown" - A 15 minute film, which takes place in France, about a boy who loses his dog. The film centers on the boy's search for his dog. This is useful for stimulating a language experience follow-up. Available through the A-V Center.

2. Object realia - Dishes and utensils may be used by students to set a table while affording the opportunity to practice structure and vocabulary.

3. Empty food boxes and cans - These can be used for role playing meals and grocery story interactions. If used for grocery story play, also add empty bags, a toy cash register and play money.

4. Preparing a meal - Students may plan a menu for a breakfast, lunch or snack and/or prepare the foods another day.

5. School menu - The teacher may use the school menu to teach the names of foods that are served. Upper grade students may use the menu for a reading activity as well.

6. Trip to a supermarket - The teacher may arrange for students to visit a local supermarket. Vocabulary and structure may be reinforced while walking around the supermarket. Students may purchase food to prepare at school. There are many follow-up possibilities to this trip for oral language, reading and writing.

7. Food tasting party - Food tasting parties offer the opportunity to introduce students to American foods as well as to increase vocabulary and provide structure practice. Fruits and vegetables are excellent foods for tasting. If possible, include the students in shopping for them. Show all foods to the students before cutting them and discuss their shape, texture, color and smell. Then peel, cut or slice them for tasting. Every student should have the opportunity to try each food.

   Additional vocabulary:

   a. Shape - round, oval, oblong
   b. Texture - rough, smooth, bumpy, lumpy, hard, soft, crunchy, chewy, fuzzy
   c. Taste - sweet, sour, bitter, salty

8. Songs:

   a. Learning Basic Skills Through Music - Vocabulary - Hap Palmer
      "Kinds of Foods"
   b. American Folk Songs (on cassette in ESOL office)
      "Clap Your Hands"
   c. Sing: "I like to eat (red apples)...." to the tune, "Did You Ever See a Lassie?"

Instructional Materials

1. Present tense

   Welcome to English 1, pp. 48-49
   Learning English as a Second Language I, pp. 13, 81
   Learning English as a Second Language II, pp. 3-4, 39
   What We Do Day By Day - National Dairy Council
   See It - Say It cards
   Fokes Sentence Builder
   Peabody Language Development Kits, Level I, II

2. wh questions

   Learning English as a Second Language I, pp. 53, 64
   Fokes Sentence Builder

3. Pronunciation and Auditory Discrimination

   Pronunciation Contrasts in English, p. 65

4. The Home

   Welcome to English, pp. 54-55
   Learning English as a Second Language II, p. 90
   Peabody Language Development Kit, Level I
   Teaching Pictures, "Safety"
   Instructo, "Things a Family Uses"

5. Foods and Meals

   Welcome to English 1, pp. 52-53
   The Magic of English, pp. 100-103
   English Around the World 1, pp. 18-19
   Peabody Language Development Kits, Level I, II
   Teaching Pictures, "Food and Nutrition"
   Food Pictures, National Dairy County
   Talkstarters, "At the Store"
   Stone Soup - available in book and filmstrip

UNIT 6

Structural Items

1. do - interrogative, negative and short answer forms

2. Some and any - one as a replacer

3. Irregular plurals

Cultural Concepts

1. The Community:

   a. transportation
   b. occupations
   c. buildings
   d. places of recreation

Pronunciation and Auditory Discrimination

1. /dəzi/ - does he (pronounced as one word - "h" is silent)

   /dəši/ - does she (pronounced as one word.)

2. /č/ - /š/ chew - shoe

Lexical Items

1. Transportation:

car	boat	run
bus	rocket	walk
bicycle (bike)	train	jog
motorcycle	van	arrive
truck	moped	come
auto	subway (Metro)	go
ship	airplane (jet)	

2. Occupations:

mail carrier (mailman)	druggist (pharmacist)
police officer(policeman)	doctor
baker	dentist
librarian	teacher
sales clerk (salesman)	fireman (fire chief)
mechanic	nurse
repairman	grocer
plumber	cafeteria workers
secretary	custodian
cashier	waiter - waitress

3. Community buildings:

police station	bank	cleaners	school
fire station	drugstore	supermarket (grocery store)	church
post office	gas station	motel	synagogue
bakery	mall	library	mosque

4. Places of recreation:

zoo	movies (theater)	ice skating rink
park	ball park (stadium)	lake
playground	museum	beach
pool		

5. Irregular plurals:

teeth	men	knives
feet	women	leaves
	children	mice

Activities

1. Back Game:

   a. Pictures or words relating to the community should be put on cards to be pinned on students' backs.
   b. The teacher may choose to review these cards with the class before beginning the game.
   c. One card should be pinned to the back of each student.
   d. Students must try to guess what card they have on their backs by asking other students questions using do, some and any. (e.g. Do I have a doctor? Do I have some cars?)
   e. Students must answer the questions using, "Yes, you have one (some)." or "No, you don't have any."

2. Question-answer practice - The teacher should use pictures of foods to elicit questions and answers from students using do, some and any.

3. Hangman:

   a. The teacher or a student chooses a word for the students to guess.
   b. Draw a gallows 7. Below this, place a dash for each letter in the selected word.
   c. The students take turns guessing a letter of the alphabet.
   d. If a student guesses a letter in the word, insert it in the appropriate blank or blanks.
   e. If a student guesses a letter that does not appear in the word, draw one part of a person's body on the gallows. Also, write the incorrect letter on the board so that the other students do not guess that letter again.
   f. The game is completed when the word is guessed or a complete person is drawn on the gallows.
   g. This game is useful for structure practice, vocabulary development and spelling. The teacher should encourage the use of complete sentences and questions (e.g. Does the word have an "S"?).

4. Go Fish:

   a. Use a deck of cards with pairs of pictures on any of the cultural topics studied. Each player is dealt five cards.
   b. Put the remainder of the cards on a pile between the players.
   c. The first student asks another player for a match to any picture held saying, "Do you have a (an, some, any) _____?"
   d. The second student responds, "Yes, I have one (some)." and relinquishes the picture, or if the second student doesn't have it, "No, I don't have one (any)." In this latter case, the first student adds the top card from the deck to his/her hand.
   e. Play continues with the second student asking the third for a card, and so on.
   f. The player with the greatest number of pairs wins (useful for practicing some and any, do in the interrogative, and one as a replacer).

5. Object realia - Toys can be used to practice the lexical items related to community, transportation and occupations. Verb tenses and other structural items previously covered should be emphasized during this activity.

6. Bingo:

   a. The teacher uses picture cards to review a number of lexical items pertaining to the unit. The items are written on the board by the teacher.
   b. A teacher-prepared "Bingo" ditto is passed out to each student.
   c. The students write one lexical item in each space.
   d. The teacher prepares slips of paper identifying each item. These slips are placed in a bag.
   e. The bag is passed around the group. Each student must read the slip chosen. Follow traditional Bingo procedures.

   Variation for primary grades - Give each student a bingo board with a word or picture to be practiced in each box. The placement of words or pictures should be varied on each bingo board. Place a small card for each picture or word in a pile on the table. Let each student in turn pick a card and describe it as the teacher has specified. The students then place a small marker over that box on their bingo boards (useful for reading skills, vocabulary, and structure).

7. Songs:

   a. Learning Basic Skills Through Music - Vocabulary - Hap Palmer
      "How Are We Going?"
   b. Getting To Know Myself - Hap Palmer
      "What Do People Do?"
   c. "The Wheels On the Bus"

Instructional Materials

1. do

   Welcome to English 1, pp. 44-49
   Learning English as a Second Language I, pp. 62, 80, 84-85
   Learning English as a Second Language II, pp. 50-51 (upper grades), 74, 91
   Fokes Sentence Builder

2. Irregular Plurals

Singulars and Plurals Picture Cards

3. Pronunciation and Auditory Discrimination

Pronunciation Contrasts in English, p. 68

4. The Community

The Magic of English, pp. 99, 104-107, 112
Learning English as a Second Language II, pp. 50-51 (upper grades), 53-57, 74, 87, 90-91
Urban Panorama, National Dairy Council
Peabody Language Development Kit, Level 1 - Transportation
Peabody Language Development Kit, Level 2 - Occupations
Instructo, "When I Grow Up, I Want To Be"
Teaching Pictures - "Transportation", "My Community", "Home and Community Helpers", "Street Signs", "Community Helpers"

UNIT 7

Structural Items

1. Prepositions of time and place (in, on, at)
2. Past tense of be - affirmative, negative, interrogative, short answers
3. Past tense of regular verbs - affirmative
4. Ordinal numbers (with dates)

Cultural Concepts

1. Time
2. Seasons
3. Weather

Pronunciation and Auditory Discrimination

1. /p/ - /f/ put - foot
2. /b/ - /v/ bat - vat
3. Practice with past tense endings

   /Id/ - needed

   /d/ - lived

   /t/ - worked

Lexical Items

1. Weather:

cold	rainy	wet	thunder
hot	sunny	dry	lightening
cool	windy	icy	snowy
warm	cloudy	smoggy	humid
chilly	foggy		

Activities

1. Acting out the past tense (refer to Unit 2, "Acting out the present progressive tense").
2. Building sentences with word cards (upper grades).

   a. The teacher prepares cards of nouns, pronouns, verbs, objects and punctuation marks. Tense cards are also produced with the words everyday, yesterday and now.

b. The teacher constructs the initial sentence which includes one tense card (e.g. The boy is walking now).
c. The teacher substitutes the "now" card with another tense card.
d. A student must transform the sentence, choosing from the prepared verb cards.
e. The student can next change the tense card for another student to transform.

Variations:

a. affirmative to negative statement
b. singular to plural
c. affirmative to interrogative
d. capitalization and punctuation

3. Making instant pudding - The teacher provides the students with directions for making instant pudding using verbs with regular past tense as measure, pour and mix. The students use these directions to make the pudding. Afterwards, they will be able to tell what they did orally or in writing, using past tense verbs.

4. Modified Language Experience Activity - Students describe any event or condition in the past (e.g. yesterday's classes, a special event that took place at school, or the weather). Follow the procedure outlined in Unit 3.

5. Information exchange - Students tell each other where they live using prepositions of time and place (e.g. I live in an apartment. I live at 123 Riggs Road).

6. Telling time - Large cardboard clocks may be used in conjunction with repetition and question-answer chain drills with Be.

7. Calendar - Monthly calendars can be used to teach days of the week, months of the year, seasons, weather expressions, and ordinal numbers as well as to reinforce structures. The first month a calendar is used, the ESOL teacher should give upper grade students a calendar with the days and corresponding dates included. Calendars for later months might note special dates such as assemblies, holidays, birthdays, half-days or days with no school. Students like to have their birthdays included on the calendar. The students can use the calendar to stimulate practice saying the date and weather. At first, they might draw an illustration of the weather, such as a sun for a sunny day. When the students are more proficient with date and weather expressions, they may write them. It is wise to draw lines in the calendar boxes for the student to write on.

8. Song

"B-I-N-G-O"

Instructional Materials

1. Past tense - regular verbs and be

Learning English as a Second Language I, pp. 68, 71, 78, 82
See It - Say It Cards

2. Prepositions of time and place

Learning English as a Second Language I, pp. 38-41
Learning English as a Second Language II, pp. 48-52

3. Past tense of be

Learning English as a Second Language I, p. 87
Learning English as a Second Language II, pp. 21, 25-26, 29, 40
Welcome to English 2, pp. 40-41
Fokes Sentence Builder and Expansion Kit (Useful for items 1, 2, and 4 as well)

4. Pronunciation and Auditory Discrimination

Pronunciation Contrasts in English, pp. 36, 48

5. Time

Learning English as a Second Language II, pp. 32-35
Welcome to English 2, pp. 26-31, 44-45

6. Calendar, seasons and weather

Learning English as a Second Language II, pp. 36-42, 46-47
Welcome to English 2, pp. 50-51
Instructo Activity Kits: "Seasons - Fall and Winter"
"Seasons - Spring and Summer"

7. Ordinal numbers

Learning English as a Second Language II, pp. 37, 43-45
Welcome to English 2, pp. 34-35

Structural Item

1. Past tense of common irregular verbs - affirmative

Cultural Concepts

1. Communication facilities

   a. Telephoning
   b. Mail and letter writing

Pronunciation and Auditory Discrimination

1. /a/ - /ɔ/ cot - caught

2. /ʊ/ - /u/ look - Luke

Lexical Items

1. Telephoning:

phone directory		dial tone
operator	0	busy
information	411	no answer
emergency	911	Hello
weather	WE 6-	May I speak to _____, please?
time	TI 4-	message

2. Mail:

envelope	aerogram (for overseas)	Dear
stamp	post card	margin
post mark	business reply	indentation
mailbox	ounce	Sincerely
air mail	self-addressed stamped envelope	Yours truly
return address		
zip code		

Activities

1. Dress-up - A collection of clothes, as suggested in Unit 3, will facilitate practice with irregular past tense verbs. Students may dress in costumes and then tell what they put on, took off, or wore.

2. Teletrainer - This may be borrowed from C & P Telephone Company for a specified length of time. The teletrainer unit consists of two telephones and a console. Students may use this to practice listening and speaking over the phone and telephone etiquette. Students may also practice dialing to call weather, time, emergency, friends and information.

Variations:

a. Use toy telephones in the same way as the teletrainer.
b. Make string telephones and follow the procedure above. Phones may be constructed with paper cups or juice cans.

3. Call the weather (homework assignment) - The students are told to call Weather during a specified hour and listen for the current temperature. The students then report this temperature at the next class meeting. A variation may include a request for tomorrow's weather. There is a variety of "dial-a-programs" available. Use of these programs will depend upon the proficiency level of the students.

4. Letter writing (upper grades) - The students may write a letter to a local agency or company. Possibilities include the student's embassy, the C & P Telephone Company, tourist offices in various states, airline offices and NASA. Students may also write letters and mail them to each other.

5. Using the phone directory (upper grades) - Students are to indicate the page where their phone number appears. They may copy the listing as it is printed.

6. Song:

Witches' Brew - Hap and Martha Palmer
"Grandmother's Farm"

Instructional Materials

1. Irregular past tense

Learning English as a Second Language II, pp. 5-8
Caps For Sale, Esphyr Slobodkina (children's picture book)
Fokes Sentence Builder & Expansion Kit
See It - Say It Cards

The following activities and instructional materials from Unit 7 are also applicable for instruction of the irregular past verbs:

#1 - Acting out the past tense
#2 - Building sentences with word cards
#4 - Modified Language Experience Activity
#5 - Telling time

2. Pronunciation and Auditory Discrimination

Pronunciation Contrasts in English, pp. 24, 27

UNIT 9

Structural Items

1. did, didn't - interrogative and negative

2. Future substitute - be + going to + verb

Cultural Concepts

1. Communication facilities:

   a. television
   b. magazine
   c. radio
   d. newspaper

Pronunciation and Auditory Discrimination

1. /dIjə/ - did you (pronounced as one word)

2. /ŋ/ - /n/ wing - win

3. /kw/ - /k/ quick - kick

Lexical Items

1. Television and radio:

set	antenna	color	battery
channel	commercial	black and white	
station	T. V. Guide	portable	
program	volume	rabbit ears	

2. Magazine and newspaper:

photo	table of contents
cover	movie guide
article	comics (funnies)
page	

Activities and Materials

1. Building sentences with word cards - This is a variation of the activity listed in Unit 7. It involves the inclusion of a card with did, did and not. The teacher may ask students to use the new cards to form sentences in the negative and affirmative. This activity may be used for teaching the future substitute by adding going to and tomorrow cards.

2. Guessing game:

   a. All students but one close their eyes.
   b. The one student performs an audible activity, such as walking to the window, opening and closing a door, or jumping.

c. When the action has been completed, the students open their eyes. They must guess the activity they heard by asking questions using, "Did you"?
d. The first student responds, "Yes, I did," or "No, I didn't."
e. The student who correctly guesses the activity has a turn at performing an activity.

3. Memory game:

a. Use an activity at the beginning of class, such as trying on dress-up clothes (Unit 3) or the Back Game (Unit 6).
b. After completing the activity, ask the students questions such as "Did (Ramon) wear a green vest?"
c. The students must respond using, "Yes, he did," or "No, he didn't."
d. The students, as well as the teacher, may ask the questions with <u>did</u> when they are able to manipulate the structure.

4. Fish - A variation of the "Fish" activity found in Unit 2. Questions may be asked in order to elicit affirmative and negative responses in the past. The students may ask, "What did you eat for <u>dinner</u> (lunch, breakfast)?"

Variation for future - "What are you going to eat?"

5. Description of actions in the future.

a. The teacher gives a student a direction to be carried out (e.g. "Walk around the desk).
b. The teacher then asks what the student will do.
c. The student replies, using the future substitute, as "I'm going to walk around the desk." After responding, the student performs the action.
d. The teacher may ask another student what the first will do (e.g. "What is (Myong) going to do?").

6. Going on a trip:

a. The first student says, "I'm going to take a trip and I'm going to bring an _____." (Supply any word beginning with "a".)
b. The second student repeats what the first has said, adding a word beginning with"b".
c. Each successive student repeats the entire sequence, adding a word.

7. T.V. Guide activity (upper grades):

a. A page of the evening's T.V. listings may be distributed to each student. The page may be reproduced with thermofax masters or a transparency may be produced to be used with an overhead projector.
b. The teacher and class review the listings for a particular time period. The students are asked which shows they are going to watch. They respond using the future substitute.
c. The following day, the students may be asked about the programming they watched. This is a useful activity for reinforcement of the past forms.

8. Picture notebooks:

   a. A booklet may be made from several pieces of lined notebook paper.
   b. Each student should be given a magazine from which photos may be cut. The teacher directs the students to choose pictures on a specified category. Among possible categories are:
      1) cultural topics studies
      2) verbs (action pictures)
      3) dictionary (pictures for each letter of the alphabet)
   c. The pictures are pasted in the notebook. The students may identify each picture orally or in writing. Upper grade students may write descriptive sentences for each picture.

9. Radio activity (upper grades):

   a. The teacher tapes a weather report.
   b. The teacher reviews weather vocabulary with the class.
   c. A list of questions concerning the weather report is given to the students.
   d. The tape is played and the students listen for the information needed to answer the questions.
   e. This may be an oral and/or written activity. Present and future substitute forms should be used in the answers.

Instructional Materials

1. did - didn't

   Welcome to English 2, pp. 60-61
   Learning English as a Second Language II, p. 6

2. Going to (future substitute)

   Learning English as a Second Language I, pp. 72-77, 79
   Welcome to English 2, pp. 52-53
   See It - Say It Cards
   Fokes Sentence Builder and Expansion Kit

3. Pronunciation and Auditory Discrimination

   Pronunciation Contrasts in English, p. 65

UNIT 10

Structural Items

1. Comparatives (+ er) and superlatives (+ est)
2. Possessive suffix ('s)
3. Possessive pronouns

Cultural Concepts

1. Animals:

a. pets
b. on the farm
c. in the zoo
d. in nature

Pronunciation and Auditory Discrimination

1. /z/ - /ǰ/ zone - Joan
2. /ɛ/ - /æ/ pet - pat

Lexical Items

1. Shapes:

circle	oval	diamond
square	rectangle	cross
triangle	star	cube

2. Animals:

pets

dog	horse	rabbit	elephant	monkey
cat	cow	goat	giraffe	lion
bird	chicken	donkey	hippopotmus	tiger
fish	rooster	duck	kangaroo	gorilla
turtle	hen	lamb	bear	deer
hamster	pig	sheep	seal	camel
gerbil			rhinoceros	

other

fly	bee	tick
mosquito	hornet	grasshopper
snake	wasp	cricket
worm	gnat	roach

Activities

1. "The Three Bears" - This story can be told initially with a book, flannel board, filmstrip or record. It is useful for introducing and/or practicing comparatives, superlatives and the possessive suffix, as well as for reviewing demonstrative adjectives and household items. English Around the World Practice Pads have pictures of Goldilocks, the three bears and their house to be colored and cut out. When the students are familiar with the story, they can act it out for themselves or for an audience, with one class member serving as narrator and other students taking the remaining roles.

2. Object realia drill - Possessives

   a. All students put something belonging to them in the center of the table.
   b. Each student in turn chooses an item and asks, "Whose (belt) is this?"
   c. Another student responds, "That's (Sunil's) belt." or "That's (her) book."

3. Object realia drill - Comparatives and Superlatives

   a. The teacher should have objects of varying sizes to stimulate usage of comparatives and superlatives.
   b. The teacher shows 2 or 3 objects and asks, "Which (pencil) is longer (shorter)?" or "Which book is heavier (the heaviest)?"
   c. Students reply using the appropriate forms. "The yellow pencil is longer." or "That book is the heaviest."

   Variations:

   a. Students describe class members, telling who is the oldest, the youngest, the tallest and the shortest.
   b. Students describe their families using comparative and superlative forms.

4. Shape art

   a. The teacher should provide the students with several paper shapes cut in graduated sizes.
   b. These may be used for oral practice in describing the shapes as well as their sizes (bigger, the biggest).
   c. Students may paste these shapes on paper to make a picture. When finished, students should describe their pictures with sentences such as, "My house has one triangle, one big square and three smaller squares."

   Variation:

   Building blocks may be substituted for the teacher prepared shapes to elicit comparative and superlative statements.

5. Field Trips

   a. Take the class on a walk through a nearby wooded area. Observe animals in nature if possible.
   b. Take a field trip to Cosca Regional Park in Clinton, Md., for a nature hike and a visit to the Nature Center.
   c. Take a field trip to Oxon Hill Farm in Oxon Hill, Md., to see farm animals and a working farm.
   d. Follow these activities with Language Experience stories.

6. Pronunciation activity - "Fuzzy Wuzzy"

"Fuzzy Wuzzy" may be used to practice pronunciation of /z/:

Fuzzy Wuzzy was a bear.
Fuzzy Wuzzy had no hair.
Fuzzy Wuzzy wasn't very fuzzy, was he?

7. Songs

a. "Old MacDonald"
b. Core English Songs - Barry Johnson
"Big, Small, Long, Short"

Instructional Materials

1. Comparatives and superlatives

The Magic of English, pp. 68-75
Learning English as a Second Language II, pp. 67-70

2. Possessive suffix

The Magic of English, pp. 58-59
Learning English as a Second Language II, pp. 80-82

3. Possessive pronouns

Learning English as a Second Language I, pp. 25-26
Learning English as a Second Language II, pp. 80-86

4. Pronunciation and Auditory Discrimination

Pronunciation Contrasts in English, p. 12 (for / ɛ/ - /æ/)
p. 70 (for / z/ - /ʒ/)

5. Animals

Welcome to English I, pp. 36-37, 42-43
The Magic of English, pp. 108-111
Learning English as a Second Language 1, p. 51
Learning English as a Second Language II, pp. 59-60
Teaching Pictures - "A Trip to the Zoo"
"A Trip to the Farm"
Peabody Language Development Kits, Levels I, II

6. Shapes

The Magic of English, pp. 64-67
Peabody Language Development Kit, Level II

APPENDIX A

INTEGRATING ESOL INSTRUCTION WITH CLASSROOM CURRICULUM

In addition to the types of activities and materials listed within each unit, it is important to integrate ESOL instruction with the subject matter of the students' classrooms. By doing so, the students practice vocabulary and structure through meaningful context. This integration helps the students to understand their classwork better and to participate more readily in their classes.

One way of integrating ESOL and classroom instruction is for the ESOL teacher to write short selections highlighting the essential information from a class lesson. The teacher may choose to illustrate some selections to help clarify meaning. The selections can be presented orally and/or in writing.

Follow-up language exercises should be developed by the ESOL teacher using regular classroom subject matter. The follow-up may include oral drills, auditory comprehension questions, vocabulary, spelling and dictionary skills. Reading instruction, composition and dictation can be included. In addition, the ESOL teacher may use the selection to teach or reinforce asking and answering questions as well as to generate conversation or debate.

A sample lesson using this method follows. It is based on a fourth grade science lesson on sound. The lesson is written for use with beginning ESOL students who have been in ESOL for a few months. It is written as a two-day lesson for ESOL classes (that meet for 45 minute sessions). Sample Social Studies and Language Arts lessons are presented using different techniques.

SAMPLE ESOL LESSON ON SCIENCE: SOUND

Day 1 - Objectives

1. To introduce or reinforce affirmative statements, interrogatives and short answers with can.
2. To introduce the vocabulary words: high, low, loud, soft, hear, feel, see.
3. To introduce or reinforce the prepositions: between, around, in.

Teacher prepared selection: SOUNDS

"We can make sounds. We can make high sounds and low sounds. We can make soft sounds and loud sounds. We can hear the sounds. Things move when they make sounds. We can see some things move. We can feel some things move."

The ESOL teacher should introduce the selection orally. Then the following page of experiments should be given to the students. The descriptions can be used to stimulate choral and individual repetition drills as well as chain drills for practicing structures with can. The teacher and students should make high, low, loud and soft sounds. Then, the experiments should be performed together.

Handout of experiments:

1. Put a rubberband between your teeth and your fingers.
   Hit the rubberband with your other fingers.
   Can you hear a sound?
   Can you see the rubberband move?
   Can you feel the rubberband move?

2. Put string around a fork.
   Put the string around your fingers.
   Put your fingers on your ears.
   Have a friend hit the fork with a pencil.
   Can you hear a sound?
   Did you see the string move?
   Did you feel the string move?

3. Here are 4 nails in wood.
   Hit a tall nail.
   Can you hear a sound?
   Can you see the nail move?
   Can you feel the nail move?
   Hit a short nail.
   Did you hear a loud sound?
   Did you hear a high sound?

Day 2 - Review the selection on sound. Review the drill work of the previous day for vocabulary and structures. The ESOL teacher may wish to perform an experiment again. Written exercises should now be assigned. Some sample written work follows.

1. Draw a picture of something that makes a loud sound.
   Draw a picture of something that makes a soft sound.
   Draw a picture of something that makes a high sound.
   Draw a picture of something that makes a low sound.

2. Write 5 questions with can using a word or words from each block.

Can	you	hear see feel	the long nail the string the rubberband the short nail	move?

3. Answer each of your questions from Number 2.

SAMPLE ESOL LESSON ON SOCIAL STUDIES: WASHINGTON'S AND LINCOLN'S BIRTHDAYS

In February, students at all grade levels study about George Washington's and Abraham Lincoln's birthdays. ESOL lessons centering around these men and their birthdays should be developed.

Objectives (will vary according to grade level):

1. To reinforce be in present tense affirmative statements, interrogatives and short answers.

2. To introduce the possessive suffix and possessive pronouns.

3. To review the calendar and names of the months.

4. To introduce ordinal numbers.

5. To serve as a reading lesson offering work on phonic skills, vocabulary, factual and inference questions.

6. To introduce or reinforce abbreviations for days of the week and months of the year.

The ESOL teacher may hand the students a short selection introducing the topic of the presidents' birthdays or may discuss the topic and then develop a modified Language Experience story with the students. Some useful materials for a discussion include "Holidays" - (Teaching Pictures), pictures of Washington, Lincoln, the Washington Monument and Lincoln Memorial, and This Is Washington, D.C. The teacher should compile a list of the ESOL students' birthdays to be included in the follow-up exercises.

Sample selection: Washington and Lincoln

> "(Tuesday), February 22 is George Washington's birthday. There is no school. George Washington was the first president of the United States of America. (Saturday), February 12 is Abraham Lincoln's birthday. Abraham Lincoln was a president of the U.S.A. also."

The students should review the story, then answer these questions orally. Upper grade students might also answer them in writing after answering orally in class.

Vocabulary:

1. Which word in the story means the day a person is born?

2. Which word is the opposite of yes?

3. Which word is the opposite of last?

4. Which word is the name of a country?

5. Find the name of a day of the week.

6. Find the name of a month.

Fact:

7. Who was the first president of the U.S.?

8. Who else was a president?

9. When is George Washington's birthday?

10. When is Abraham Lincoln's birthday?

11. Is there school on Washington's birthday?

Inference:

12. Were George Washington and Abraham Lincoln the only presidents of the U.S.?

13. Which man was born first?

Additional follow-up for upper graders:

1. Match the day of the week with its abbreviation.

Monday	Sat.
Tuesday	Wed.
Wednesday	Fri.
Thursday	Mon.
Friday	Sun.
Saturday	Tues.
Sunday	Thurs.

2. Match the month with its abbreviation:

January	Sept.
February	Jan.
March	Oct.
April	Dec.
May	Feb.
June	Mar.
July	Aug.
August	May
September	June
October	April
November	July
December	Nov.

3. Change these sentences, following the example.

Example: February 22 is George Washington's birthday.
February 22 is his birthday.

a. February 26 is Kyung's birthday.

_____.

b. February 12 is Abe Lincoln's birthday.

_____.

c. April 2 is Mi Hwa's and my birthday.

_____.

d. Washington's and Lincoln's birthdays are in February.

_____.

e. Sarina's and Raffi's birthdays are in December.

_____.

4. Match the number with the word.

1	third
2	first
3	second
4	fifth
5	fourth

5. Say these dates.

Jan. 7	Dec. 7
Oct. 1	Mar. 6
Sept. 12	Aug. 22
June 15	Nov. 31
Feb. 3	Apr. 5

SAMPLE ESOL LESSON ON LANGUAGE ARTS: ESOL DIRECTORY

An ESOL class directory is an excellent tie-in project for upper grade classes to study punctuation and to work on interview techniques.

Objectives:

1. Punctuation: to reinforce use of periods and questions marks.

2. To reinforce affirmative statements and interrogatives with be.

3. To reinforce affirmative statements and interrogatives in present tense.

4. To reinforce interrogatives with do.

5. To provide experience in interviewing people.

Take individual pictures of everyone to be included in the directory. These might include the students in the group, the ESOL teacher and principal. Decide as a class what information will be obtained about everyone and work together to word the questions in the present tense. The class should practice asking the questions through repetition and chain drills.

Questions might include:

a. Where do you live?
b. How do you come to school?
c. Do you like to watch T.V.?
d. Do you like to play ball?

After the students practice the questions, the teacher should hand each student a piece of paper with the questions and adequate space for answers. Each student should have the opportunity to be interviewed and to be an interviewee. Working in pairs, the students should ask their questions and record the answers, as shown below.

Interview asks: "Where do you live?"
Interviewee answers: "I live in Hyattsville."
Interviewer writes: Jung lives in Hyattsville.

After completing the interview, each student should transfer the information obtained to another paper with that interviewee's pictures. These pages are compiled into an ESOL class directory.

Follow-up assignments:

1. Answer the questions about yourself. Write your answers.

2. Ask the questions of a friend. Write the answers.

3. Put a period or question mark where it belongs:

m from India
ten years old

c. How old are you
d. Where are you from
e. My name is Khaled
f. What is your name
g. What grade are you in
h. I'm in fifth grade

4. Write four sentences by choosing a word or words from each box numbered 2-5.

Box: 1	2	3	4	5
Do	Raffi	live in	Highview Terrace	
	Mrs. Martin		Riggs Manor	.
Does	Khaled and Pedro	lives in	Hyattsville	
	Jung and Sarina		Silver Spring	?
			Hilltop Gardens	

5. Change each sentence to a question choosing a word from box 1.

APPENDIX B

RESOURCES

1. Basic Texts

Finkel, Lawrence S. and Ruth Kravitz. Learning English as a Second Language. Dobbs Ferry, New York: Oceana Publications, Inc., 1970.

Lismore, Thomas. Welcome to English. New York: Regents Publishing Co., Inc. 1973.

Marquardt, William F., Jean H. Miller and Eleanor Hosman. English Around the World. Glenview, Illinois: Scott, Foresman and Company, 1970.

Vinson, Jane. The Magic of English Workbook. New York: Harper and Row, Publishers, Inc., 1970.

2. Pronunciation

Nilsen, Don L. F. and Alleen Nilsen. Pronunciation Contrasts in English. New York: Regents Publishing Company, Simon and Schuster, Inc., 1971.

3. Handwriting

Groovy Letters. Oak Lawn, Illinois: Ideal School Supply Company.

Trac-a-Bit. Columbus, Ohio: Zaner-Bloser Company.

4. Children's Literature

Hutchins, Pat. Rosie's Walk. New York: Macmillan Publishing Company, Inc., 1968.

Maestro, Betsy and Guilio Maestro. Where Is My Friend? New York: Crown Publishers, Inc., 1976.

Slobodkina, Esphyr. Caps For Sale. Indianapolis, Indiana: Addison-Wesley Publishing Company, Inc., 1968.

5. Audio-Visual Aids, Flashcards, Pictures

Activity Kits. Paoli, Pennsylvania: The Instructo Corporation. "Discovering Opposites", "Seasons - Fall & Winter","Seasons - Spring & Summer".

Family Face Puppets. Paoli, Pennsylvania: The Instructo Corporation.

Flannel Board Kits. Paoli, Pennsylvania: Instructo/McGraw Hill. "My Face and Body", "Things a Family Uses", "We Dress for the Weather", "When I Grow Up, I Want To Be...."

Flashcards. Kreidler, Carol. Michigan: University of Michigan Press.

Fokes Sentence Builder Expansion Kit. Boston, Massachusetts: Teaching Resources Corporation.

Food Pictures. Rosemont, Illinois: National Dairy Council.

Language Skills, Parts of Speech Preposition Concepts. New York: Cambridge Book Company.

Peabody Language Development Kit. Minneapolis, Minnesota: American Guidance Service, Inc.

Positions In Space. Duluth, Minnesota: The Instructor Publications, Inc.

See It - Say It. Indianapolis, Indiana: Addison-Wesley Publishing Company.

Singulars and Plurals. Boston, Massachusetts: Teaching Resources Corporation.

Talkstarters: At The Store. Glenview, Illinois: Scott, Foresman & Company.

Teaching Pictures. Elgin, Illinois: David C. Cook Publishing Company. "A Trip to the Farm", "A Trip to the Zoo", "Food and Nuturition", "Health and Cleanliness", "Home and Community Helpers", "My Community", "Safety", "Transportation".

Teaching Pictures. New York: CEBCO/Standard Publishing Company. "Community Helpers".

Urban Panorama. Rosemont, Illinois: National Dairy Council.

What We Do Day By Day. Rosemont, Illinois: National Dairy Council.

6. Records

Johnson, Barry. Core English Songs. Columbus, Ohio: Ginn and Company.

Palmer Hap. Getting To Know Myself. Freeport, New York: Educational Activities, Inc.

Palmer, Hap. Learning Basic Skills Through Music - Vocabulary. Freeport, New York: Educational Activities, Inc.

Palmer, Hap. Learning Basic Skills Through Music - Volume 1. Freeport, New York: Educational Activities, Inc.

Palmer, Hap and Martha Palmer. Witches' Brew. Freeport, New York: Educational Activities, Inc.

APPENDIX C

SUGGESTIONS FOR THE ITINERANT TEACHER

Introduce yourself to the principal and office staff at each of your assigned schools. Find out the procedure in each school for signing in and out of the building as well as for obtaining any supplies. At each school ask to be shown your assigned teaching space and to be given a list of all students you need to evaluate. This list should include each student's name, grade, teacher's name and room number. Also, ask to have a mailbox assigned to you at each school to receive interschool mail and intraschool notices and announcements.

You will be assigned one school as your base school. As soon as possible, give the payroll secretary in that school your weekly schedule, listing which schools you are in each day. Also provide her with the proportion of time spent at each school. Make arrangements with that secretary to receive your paychecks, to report your absences and to request leave when necessary. When you are absent, be sure to call your base school as well as each school that you are scheduled for on that day.

In each school, arrange to speak briefly at a faculty meeting as soon as possible. At that time explain that you will begin by testing students individually to determine those who will need instruction. Present the rationale for keeping the ESOL students in math, P.E., and music classes where they are most apt to experience success despite the language problem., and for scheduling ESOL during language arts, social studies, and similar subjects based on understanding more complex spoken and written English.

After testing and devising a tentative schedule (see scheduling suggestions), have each teacher whose students will be involved initial approval of the schedule or discuss any conflicts. Give copies of your weekly schedule to the principals of each school and to the ESOL office. Give copies of your complete schedules with students' names and ESOL classtimes to the principals and teachers in the respective schools as well as to the ESOL office. Keep to your schedule, notifying everyone (including students) when a change must be made. Establish a sense of regularity and dependability, and in return request that teachers notify you in advance when special events (field trips, assemblies, etc.) conflict with the ESOL schedule.

HOW TO SCHEDULE CLASSES

1. Group students by test scores and grade level as homogeneously as possible. Grades K-2 and 4-6 should not be mixed. Third grade can fit into either group, depending on the student's maturity, reading level, and test scores, although they probably cannot read cursive writing (blackboard and dittos) until midyear. SLOPE and Dade County test scores will indicate beginning and intermediate levels. Use a score of 25 on SLOPE and 10 on Dade County as an approximate cut off for the beginning class, but be sure to consider the age of the child and your professional judgment when grouping the students.

2. Ideal class size is 5-8, but more than 10 or fewer than 3 should be avoided. A very large beginner group should be divided into small classes.

3. Classes should meet for no less than 30 minutes (45-60 minutes for intermediate grades, if possible). If the initial schedule allows for the longer class time, the teacher can begin with 30 minute classes and gradually expand the lesson time as the students indicate readiness. Early in the year, this additional time may be spent walking the students to and from class and establishing patterns of behavior in the halls. Later, most students can come and go unattended if this meets school policy.

4. After testing and grouping students as suggested above, make out a schedule. When scheduling a group, allow 15 minutes at the beginning and 10 minutes at the end of the school day for lunch count, plans for the day, announcements, etc. in the classrooms. As much as possible, try not to schedule students for ESOL during their music, P.E., lunch or special activities, or at times specifically requested by the teachers, such as math class.